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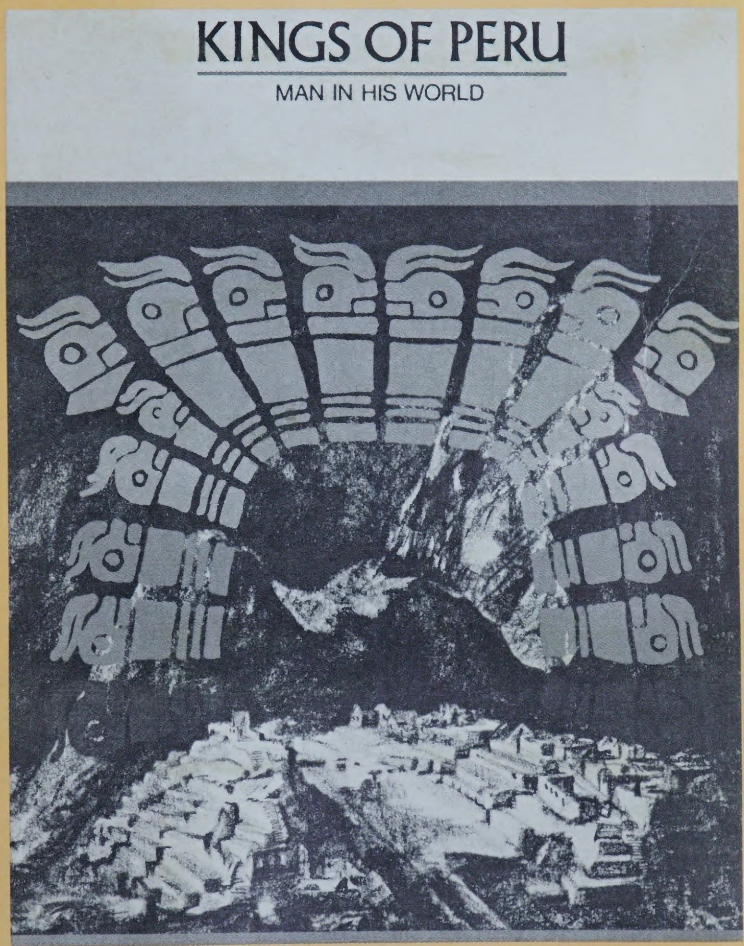
Teachers' Guide

KINGS OF PERU



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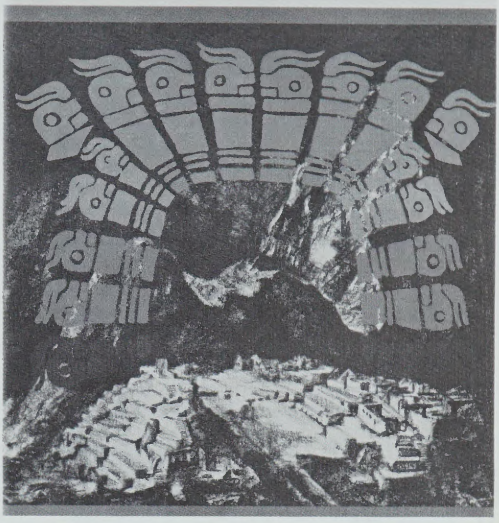

Teachers' Guide

Fitzhenry & Whiteside Limited

VANCOUVER • WINNIPEG • TORONTO • MONTREAL

KINGS OF PERU, Teachers' Guide.
MAN IN HIS WORLD,
James Forrester, Co-ordinator

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INTRODUCTION

Kings of Peru was written with several objectives in mind. These objectives fall into two main categories: appreciation of content and methods of presenting and receiving information.

For too long students and teachers have gone along with the idea that the only real civilizations arose in Eurasia. *Kings of Peru* lets students examine that attitude with more evidence about the Inca and their way of life, and to consider the possibility that civilizations also started in the New World with no connection to those of the Old World.

Kings of Peru provides the opportunity for students to observe and study the clash of two contrasting ways of life and value systems. Students will be moved to debate the strengths of each system, not only from an economic and political bias, but also on moral and aesthetic grounds.

As in the other books of *Man in His World,* the emphasis is on the student doing things for himself, with other students and with the teacher. The teacher is encouraged to allow students to put forward their own ideas, to concentrate on having the students support their ideas with evidence, and to teach this topic in a way that demands a disciplined approach to framing and testing hypotheses.

Content is an extremely important part of any study. It should not, however, be put in such a dominant position that the other reasons for having students attend school are neglected. The good teacher will share with the students the main objective of any lesson. Perhaps it will be to examine the feelings and attitudes of the people, or to gain skill in working with others in problem-solving. If the objectives are stated and accepted by all, then any evaluation should be based on those objectives. It is unfair and disrupting to maintain that effective group work is the goal of a series of lessons, then to turn around and examine the students on the content they have covered.

The good teacher will also have them do far more than read and then write notes in words. The books in *Man in His World* are designed to encourage student and teacher both to sketch, to map, to diagram and to see and express things in ways other than verbal. It is important to display information in ways that show its spatial and temporal implications. Teachers should map and sketch continuously when working with the students. Students should record their observations in the same manner, using the written word to expand and explain the ideas they have diagrammed or pictured.

Many students have reading problems. The printed word turns them off and as a result school becomes boring or even disliked. Social Studies lends itself to reading in many ways that do not involve written words. Pictures and sounds can tell the story, and arouse the excitement of the past or of exotic places. The authors of *Kings of Peru* believe that good teachers provide the opportunity for every student in the class to read – to read at his own level, his own speed and in his own medium. "Take them where they are then move them closer to where you wish them to be" is a popular expression with teachers. We believe our suggestions will help with this objective.

Because content is important and because teachers are supported by answers to questions that expect content, the teacher's guide provides many answers to questions posed in the book. Where questions anticipate personal opinion, feelings or prediction, no answers are given.

PAGE 4

1. The flight leaves Toronto for Mexico city at 1850, according to the ticket on page 3. This translates into ten minutes to seven on a twelve hour clock.

2.

Flight	Time	Gate
561	1850	49

3. Flights leave from different gates to distribute as evenly as possible aircraft companies, their ground equipment, aircraft and passengers, thus facilitating traffic flow.

4. The twenty-four hour clock avoids the problem of confusing hours in the a.m. with hours in the p.m. It is an international way of telling time and would be understood around the world. Railroads used to use this system of telling time in North America but many have changed to meet the expectations of the travelling public, who are not generally used to the twenty-four hour clock. Buslines use the twelve-hour clock system in North America.

5. C.P. – Canadian Pacific
   Y – tourist class
   522 – flight number
   2050 – eight-fifty p.m.
   DC8 – type of aircraft

6. It cost $143.60 (U.S.) to fly Kathy to Lima.

7. It will likely cost twice as much for her father.

2323575

PAGE 6

1. Toronto will have an average temperature in January between 20° and 30°F, Atlanta between 40° and 50°F, Vancouver between 30° and 40°F, Miami approximately 70°F, Mexico City between 70° and 80°F and Lima between 60° and 70°F.

2. The temperatures indicated on the isotherm map are monthly averages and almost useless to tell about a specific day. In addition the average temperature shown by the *isotherm* is taken as if it were at sea-level. Any great difference in elevation will affect the temperature.

3. Because Mexico City is over 1½ miles above sea level, the difference would be large, perhaps 25° – 30°F. (see chart on page 7).

5. It is interesting that the isotherms bend northward when leaving the land at the Pacific Ocean and the Atlantic Ocean in the Northern Hemisphere, in January. Students will appreciate the idea that the ocean retains more heat during the winter months than does the landmass. In summer the opposite situation holds. If this principle about water and land is applied to a consideration of the Southern Hemisphere, the students should be able to describe and explain the isotherm pattern. Depending on how perceptive and capable the students are, interesting problems can be raised. For example, why is the bend of the 70° isotherm on the Pacific Ocean side of South America so much more pronounced than the same isotherm on the Atlantic side? The answer to this lies in the presence of the cold ocean current flowing off the coast of Peru and Ecuador.

PAGE 7

1. Yes. As elevation increases, temperature decreases. Our atmosphere is heated from the earth's surface, not directly from the sun's rays. Hence the closer to the direct source of heat, the warmer the air: air nearer the earth tends to be warmer than air higher up. In addition, the air near the surface is denser and contains more water vapour and dust, causing heat to be absorbed more efficiently. There are exceptions to this general rule however, such as temperature inversions and heating of the stratosphere. The formula that applies generally to the cooling of air as you increase your elevation is 3.3°F for each 1000' rise. Note that you are the one to move, not the air. If the air rises, a different rate of cooling takes place. You could pose this question, "Why the difference? "

2. Other controls of climate that would be operative are: large body of water, large body of land, air masses and latitude.

3. The air temperatures were all reduced to sea level to give a valid basis for comparison. If the effects of elevation were not removed, the complication and detail would become confusing and clear patterns would be difficult to detect.

4. isotherm – line on a map linking points with equal temperatures
isobar – line joining places of equal pressure
isohyet – line joining places of equal rainfall
iso – from the Greek word meaning "equal" Have the students obtain a good Dictionary of Geography and look up the meaning of: isohel, isohypae, isokinetic, isoneph, isonif, isophene, isotach.

5. An isotherm is drawn by plotting as many stations as possible with the same temperature, noting the values, choosing an isopleth interval, and drawing lines through stations with the selected values, or interpolating proportionally between them.

7. When the isotherm map is drawn, patterns emerge which can be explained in terms of the controls of climate. The search for and recognition of patterns and the explanation of the cause and effect of patterns is a vital part of geography.

PAGE 8

1. Rivers erode the landscape and carry sediment toward lakes and oceans. When the faster flowing water of a river enters the deeper, quieter waters of a large body of water, the sediment is deposited. If these deposits of mud, silt, sand, etc., build up, over a period of time, sand spits, sand bars and deltas emerge. In this way a coastline is altered. It is interesting to note that the Mississippi River carries more than one million tons of sediment into the Gulf of Mexico every day.

2. Off-shore islands may be the result of longshore currents taking sediment from the mouth of the river, along the shore, then dropping it. Tides and waves may pile the material up until it emerges from the water.

3. Over recent geological time the Gulf of Mexico has been rising slightly. Larger rivers, such as the Mississippi can keep pace with the slight rising and hence deltas form, but smaller rivers, unable to provide enough sediment, have been drowned.

PAGE 9

1. Lakes in areas of volcanic activity may be the result of lava flows damming river valleys.

2. Earthquakes can be followed by outpourings of molten rock, ash and smoke, as a result of deep cracks opening in the earth's crust. Such outpourings, if they last long enough, can form mountains. Paricutin in Mexico is a good example of this phenomenon. Many mountain chains are the location of the world's most famous volcanoes. Aconcagua, 22,834 ft. in the Andes is now extinct, and Guayatiri, 19,882 ft. also in the Andes, is the highest active volcano in the world. It last erupted in 1959.

PAGE 10

1. Cuzco today is an unusual combination of Spanish colonial in its architecture and old Indian in its culture. The Indians have not altered their dress or methods of farming for over four centuries. Rome and Athens today are modern West-

ern capitals, and the remains of their historical pasts seem anachronisms. In Cuzco past and present are inseparable. They confront each other in the streets, homes, buildings and activities.

2. The conquistadores came to Cuzco seeking gold. They looted temples, palaces and homes, stripping walls, altars, baths and monuments. They then tried to level the city, but many of the walls remained standing. On these ruins the Spaniards built churches, homes and military buildings, all of colonial design.

4. Tourists are easy to separate from the scene as not being of the past. So are many buildings, the Spanish architecture and the smell of the city. The jets that fly the tourists into Cuzco and automobiles are also of the present only.

PAGE 17

1. The Inca divided the year into twelve months. They also counted weeks although their length is not known to us for certain. They rectified their calendar by solar observations made by means of a number of cylindrical columns raised on the high lands around Cuzco, which served them for taking azimuths. By measuring their shadows, they ascertained the exact times of the solstices.

2. The idea that God came directly to a barbarian people through two of his children not only gratified the vanity of the Peruvian monarchs, but also gave additional sanction to their authority by giving it a celestial origin.

PAGE 18

1. Outside of Eurasia, no civilizations are recognized.

2. The Eurasian scholar has convinced himself that the rise of civilization took place in Lower Mesopotamia and in the Nile Valley. He is prepared to admit that two other great river valley civilizations, the Indus and the Chinese did exist independently of the first two mentioned. He has not been prepared to recognize the rise of independent civilizations in the Americas.

3. The people of the Inca lived in towns where the arts were practised and where men had risen above a state of barbarism.

PAGE 21

1. Archaeologists, anthropologists and historians have spent a great deal of their time discussing whether independent evolution or diffusion explains human cultural change and development. They find fascinating a comparison of ancient civilizations in America and those in the Old World because the pattern differs in many ways. After compiling lists comparing tools and weapons and the material from which they were made, comparing buildings and their size, comparing pottery and sculptures, noting the presence or absence of the wheel, comparing the agricultural economies, the use of beasts of burden and of domesticated animals and noting the accomplishments in writing, mathematics and astronomy, the Egyptian civilization has seemed the most sophisticated.

2. The late Professor A. L. Kroeber, a great pioneer in American anthropology wrote:

> "The terms 'civilization' and 'culture' are used here not constrastively and exclusively, but inclusively as essential synonyms of sometimes varying accent. There is no difference of principle between the two words, they denote somewhat distinguishable grades of degree of the same thing.
>
> Civilization currently carries an overtone of high development of a society. Culture has become the customary term of universal denotation in this range applicable alike to high or low products and heritages of societies. Every human society has its culture, complex or simple . . . for the larger and richer cultures the term 'civilization' has current usage and need not be quarrelled with, on the understanding that no distinctions of kind between civilization and culture are implied."

The Oxford English Dictionary defines civilization as "the action or process of . . . being civilized", or "the state or condition of being civilized", and to civilize, means "to bring out of a state of barbarism, to instruct in the arts of life, to enlighten and refine".

> Somerset Maugham said: "The degree of a nation's civilization is marked by its disregard for the necessities of existence."

3. Perhaps a check-list such as the one put forward by Gordon Childe in his books *Man Makes Himself* and *What Happened in History* would interest the students and provide the basis for comparing evidence. Here are the elements Childe thought were important: the plough, the wheeled cart, traction animals, the sailing boat, the smelting of copper ores, the solar calendar, writing, processes of reckoning, standards of measurement, irrigation, specialized craftsmen, city-life, a surplus of foodstuffs available to support those members of the community who are no longer themselves producing their own food.

Maybe the evidence gathered by the class could be matched against Robert Adam's definition of a civilization: A society with a functionally interrelated set of social institutions. For example:

a) class stratification marked by highly different degrees of ownership or control of the main productive resources.

b) political and religious hierarchies complementing each other in the administration of territorially organized states; and

c) complex division of labour, with full-time craftsmen, servants, soldiers, and officials alongside the great mass of primary peasant producers.

The three questions on page 21 provide the opportunity for and expect from the student probing discussion, within the structure of using evidence

to formulate a hypothesis, testing the hypothesis and, if necessary based on new and better evidence, changing it.

PAGE 22

4. a) The Incas believed that their purpose on earth was to preserve and propagate their religious beliefs. There was no other reason for being alive.

b) Their belief in a future state of being was profound. They admitted the existence of a soul hereafter and connected with this a belief in the resurrection of the body. They maintained that two places existed for the afterlife residence of the good and of the bad. The evil were to reside in the middle of the earth. The good would pass a luxurious and tranquil life while the wicked would work in drudgery for ages.

c) The best way to prepare for the afterlife of ease and happiness was to adore and revere the Supreme Being – Pachacamac or Veracocha.

PAGE 27

1. Subsistence agriculture would not only prevent wealth from being collected in the form of taxes, and thence funnelled into city-building, but it would also tend to limit population growth, thus denying the opportunity for large social units to come into existence.

2. Once the threshold of a full sedentary village life based on agriculture is crossed, several things may happen. Plant domestication, animal domestication, increased yields, surplus food and increased wealth all will encourage an increasing division of labour and a greater degree of specialization. With skills and tools, greater construction works are possible. With wealth men can be employed to build, rather than to produce food. One of the most important results of an increased efficiency of food production is the enlargement of both the absolute and relative size of the non-food-producing segments.

3. Under certain conditions, such as dry climate, mountainous terrain, high percentage of steep slopes and deep ravines, a government can intervene directly in the food-producing process. The technique of applying workers to alter the slopes and to provide irrigation canals, aqueducts and hillside terraces can continually increase an agricultural area. As a result, the Inca will become more powerful and secure. It is as if they could, by owning the water system, turn the "rain" on and off as they wished.

PAGE 30

1. See above, the account by Professor Kroeber, in answer to question 2, page 21.

4. Through art, sculpture and other crafts, the Inca people left us their story. In the magnificent clay pottery they made we see what those men, women and children looked like; what they wore, how they worked, played and fought, and what gods, demons and spirits they worshipped. We are able to contemplate their desires, beliefs and values through much of their work. Perhaps by studying these fascinating treasures of art we will be able to better understand their civilization.

5. The Inca were able to hammer sheet copper and to smelt and cast copper, gold, silver and several alloys. They had the ability to cut the hardest substances, such as emeralds, other precious stones, porphyry and granite. They also showed great skill in weaving.

The Inca did not possess the wheel or know how to make iron. They did not mine deep into the crust of the earth. They were deficient in the knowledge of how to separate the precious metal from the dross.

6. Man first worked with stone to produce tools and weapons. This had its disadvantages. Stone is not pliable; it tends to split easily; it is hard to grind and polish. So man sought substitutes in the softer metals – copper, gold, silver and tin. Because of their softness these metals would not keep an edge. Eventually, whether by design or accident, bronze was created, a mixture of copper and tins, a new tough alloy. When the Spaniards reached the Inca, this hard metal was being used extensively. The Inca had not discovered how to use iron because it is difficult to mine and smelt in comparison to copper and tin.

PAGE 36

1. Peruvian law dictated that lands were to be divided in equal shares among the people. The division of the soil was renewed every year, and the possessions of the tenant were increased or diminished, according to the numbers in his family. So at the end of each year the people were in precisely the same condition that they were in at the beginning.

2. The law of the Inca was constantly directed to enforce a steady industry and a sober management of the affairs of the people. The people themselves, out of habit or perhaps by nature, were obedient to authority. They were mild yet somewhat stubborn; they revered ancient custom; they were more imitative than inventive, more patient than adventurous. Finally the law which forbade accumulation watched carefully over their necessities and provided relief in seasons of infirmity.

4. There were no able people who were idle or unemployed. The industry of the people was secured not only by their compulsory occupations at home, but by their employment on those great public works which covered every part of the country – terraces, irrigation works, roads, bridges and great buildings. These still bear testimony in their decay to their former grandeur.

5. Under the rule of the Inca, the poorest of people enjoyed a far greater degree of personal comfort and greater exemption from physical suffering than similar classes in other nations on the American continent – greater, probably, than was possessed by these classes in most countries of feudal Europe.

PAGE 38

1. By the constant rotation of the work force, it was intended that no one should be overburdened, and that each man should have time to provide for the demands of his own household. In a subsistence economy no money is needed. Grain was stored in great magazines, scattered over the different provinces. In times of need this was given away. In cases of sickness or misfortune, relief was furnished to the individual in need with no money exchange. No one in the Inca lands owned anything and nothing was inherited. All lands and property was re-distributed each year.

In a land mainly concerned with equal treatment of people, where the government required information on production, numbers of people and on distribution procedures, writing was not necessary. The *Quipus* could report the information. A less organized state would have needed money and writing.

2. If it is the policy of the government to provide for its people protection, education, health services, etc., then that government must be able to transfer resources from those who have to those who are without. The amount of resources withdrawn from private use by taxation or other means, must equal the amount of resources added to public use.

3. The four great provinces of the Inca empire were each placed under a viceroy or governor, who ruled over them with the assistance of one or more councils for the different departments. The nation at large was distributed into decades, or small bodies of ten; every tenth man, head of a decade, had supervision of the rest. To all of this organization one important rule applied – a law imposed on the leaders the same penalty as on anyone who broke the law. Laws were few but exceedingly severe. Few laws were needed by a people who had no money, little trade and little that could be called fixed property. Because the Inca had a Theocracy, to violate the law was not only to insult the majesty of the throne, but it was sacrilege. The slightest offence, viewed in this light, warranted death. Few would tempt the law. The people were generally treated well and being docile by nature, accepted this stringent rule.

PAGE 39

1. The life of an Inca was one long crusade against the barbarian borders that hemmed in the empire. His task was to spread wide the worship of the Sun, to reclaim the brutish nations from superstition and to impart to them the blessings of a well-regulated government. Religion therefore furnished a plausible pretext for incessant aggression and disguised the lust of conquest in the Incas.

In order to be effective in this crusade the Inca had well-trained and disciplined armies at his disposal. These troops, armed with bows and arrows, lances, darts, swords, battle-axes, slings and spears, were able to move quickly and to any corner of the empire by means of the great road and bridge network. The troops were divided into bodies corresponding with our battalions and companies, led by well-trained officers.

2. The coming of the Spaniards brought an end to any chance the Inca had of extending their borders. Perhaps the great plains of Argentina and the dense rain forest of Brazil would have stopped their extension of empire in any case.

3. The Peruvian army was at first very small. As time went on however, and the area under the domination of the Inca grew, the army numbered nearly 200,000 men. Nevertheless, the Inca employed more gentleness than force, more negotiation and conciliatory measures than aggression. Only when all these expedients failed did they turn to war.

PAGE 41

1. In a mountainous country, broken by precipices, furious torrents and impassable, terrifying rents in the mountain chains, wheeled vehicles would be of questionable use. Moreover, the Inca had a non-money economy and very little trade, and therefore little need to invent an easier way of moving bulky loads.

2. As wheeled ploughs came into use in Northern Europe in response to the heavier soils, man looked to his domesticated animals for help. The substitution of horses for oxen in plough teams resulted in an increase in the speed of cultivation, comparable to that brought about by the 20th century replacement of horses by machines. Since horses were faster animals, fewer teams were needed to plough the same area; because less time was required in the operation. Changing weather conditions were not such a hazard.

In addition the horseshoe, the modern tandem harness and the horse collar were invented. A team of horses could pull three or four times more weight when harnessed with a horse collar. A greater quantity of food was made available, population could increase and wealth was to be acquired in controlling more land. Nations with a surplus could look to trade to diversify their fare and raise their living standard.

3. They had no traction animals, using the llama and the alpaca for transport as well as for wool, manure and meat. This was because of the absence of many (of our now) domesticated animals in the New World. (No horses, camels, cattle or oxen existed in the Americas at the time of the Inca and Aztec. Man can outlast any animal, even the horse, especially in the up and down world of Peru so work was done by humans. Some say, in fact, that woman is man's oldest beast of burden (although not too loudly these days).

PAGE 44

1. The Church viewed this new land and its inhabitants as fertile ground for converting new members to Christianity. This was the purpose to

which the Church dedicated itself, at times to extremes.

2. Charles V, Holy Roman Emperor, King of Spain, needed money. These new possessions would perhaps bring him the wealth he needed to pursue his ambitions in Europe. He had great power in Italy, Spain, Germany and the Low Countries. He wished to have the remainder of the Continent.

4. Few were gentlemen, fewer educated. Many were ruffians or misifts. Others were adventurers. Some were respectable artisans – cobblers, bakers, carpenters, blacksmiths, tailors – looking for a new way of life, another chance to succeed in business.

5. Pizarro received the natives courteously and assured them his visit was a friendly one. He asked them to carry a message of peace and good will to their chieftan. He of course needed food and water. He also wanted information on what wealth these people possessed.

PAGE 45

1. The Spaniards had muskets, eight cannon and long pikes. The Indians were not used to steel-clad horsemen and to the stunning reports and the flash of firearms. Able to fight at greater distances, to aim with greater precision, to ride more swiftly and to tower above their enemies, the Spaniards, few in numbers, were nevertheless victors in war.

2. In Europe up until the sixteenth century, municipal government was more important in many ways than the national government. Cities and towns paid money to the king and were left alone. By the desires of kings and their advisers to force more gold and silver into their hands, the first mercantilist regulations were framed. A stronger and more self-sufficient central government came into being. New commercial-colonial empires were ready to be launched. With such power to accumulate capital and to spend it for a unified purpose, European countries gained strength by conquest of less politically developed parts of the world.

3. Strong kings are able to put down violence at home and enforce domestic peace. They provide law and order. The middle class are willing to pay taxes in return for peace. With money the king can raise armies and build a navy. He can entice men to serve him by offering adventure, some wages and a promise of great wealth. He can govern colonies and protect merchant fleets that sail between mother country and colony.

4. The objective of the Inca was to spread the worship of the Sun. His subjects regarded him as a son of the Sun – a god creature. His rules were God's rules. The Inca's rules forbade the acquisition of material wealth.

5. With the struggle between Christianity and the Moslem faith preventing normal trade ties and routes to exist, the Western Europeans looked across the unknown sea, the Atlantic Ocean, as a way to China and Japan. To navigate this great ocean, they invented ships that would sail great distances out of sight of land. When new lands were discovered, colonies were established.

PAGE 48

1. Charles V was impressed with the self-possession, decorum and dignity with which Pizarro spoke and displayed himself. He noted the direct, simple, yet respectful style, marked by earnestness, natural eloquence and the assurance of one who had been an actor in the scenes he described. The King had trusted another such man, Hernando Cortes, and had been rewarded with the wealth of Mexico. The Emperor felt that Pizarro had proved his ability to overcome all obstacles.

2. The Capitulation provided the adventurer Pizarro with high-sounding titles and liberal promises of reward in return for obeying the King's command. A man of poor beginnings and with few friends, Pizarro was prepared to abide by such a demand. Without agreement there would be no conquest. And to cheat after obtaining the wealth would mean certain death.

PAGE 59

1. Ruskin said: "Great nations write their autobiographies in three manuscripts: the book of their deeds, the book of their words and the book of their art. Not one of these books can be understood without the other two, but of the three the only trustworthy one is the last."

Kenneth Clark said of this: "On the whole I think this is true. Writers and politicians may come out with all sorts of edifying sentiments, but they are what is known as declarations of intent. If I had to say which was telling the truth about society, a speech by a Minister of Housing or the actual buildings put up in his time, I should believe the buildings."

2. According to Glyn Daniel in *The First Civilizations:* "The American prehistoric and proto-historic civilizations have until recently received scant attention in the main schools of archaeology . . . This was not only because of lack of interest: it was for long thought by many that pre-Columbian America was unimportant . . ."

Attention in our history books and by our teachers has been largely riveted to Sumerea, Egypt, Greece and other Eurasian civilizations.

4. The wisdom of their choice of building material is attested by the number of buildings which still survive.

PAGE 60

2. The men of Chile were followers of Diego de Almagro, Pizarro's former partner and friend. Because of the Capitulation, Almagro was angry and distrustful of Pizarro. He had a thirst for power. He and his men had found nothing but great hardship in Chile. Upon returning to Peru they decided to take Cuzco by force. In this they succeeded.

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